

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Hope Community PCS
LEA Head of School Name: Okiemute Pela
LEA Type: Pre-K;Elementary;Middle School
Date Generated: 10/20/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

1A:

Supporting the Hybrid Learning Model Creating learning environments and transition environments in Hope Community Public Charter School that adhere to the recommended 3-foot distancing guidelines is a vital part of maintaining the health and safety of scholars and staff. In order to ensure a stable, positive learning environment, it will be imperative that scholars feel safe and secure in their learning environments. Following CDC and DC Health guidelines, the following steps will be taken to best promote social distancing of scholars, staff and all community stakeholders that enter the building under the Hybrid Learning Model:

❖ Use of Space: o Staggered entrance and dismissal schedules for scholars to ensure social distancing during daily scholar arrival at and dismissal from the school buildings. o Establishment of dedicated spaces at the designated entrances of the school buildings for health screening checks for scholars and staff o Plans for scholar flow and spacing in hallways and other public transition spaces. o Meeting and congregating areas of school building closed:

- Cafeterias and multi-purpose rooms not in use
 - No group food service in cafeteria ■ Serve individually plated meals and hold activities in separate classrooms
- No assemblies
- No interior physical education or extra-curricular
- If meeting or congregational spaces must be used, staggered use and disinfection between each use

Social Distancing of Classrooms:

- Model classrooms will be set up to ensure social distancing for scholars and teaching staff in accordance with CDC and DC Health guidelines. These guidelines include the following:

- Re-design of classroom layouts to accommodate 12 students or less
- Space seating/desks minimum of six (3) feet apart
- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing)
- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
- Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be three feet apart.
- No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 3-feet in distance.
- Place students head to toe during nap times.
 - Protocols established for serving breakfast/lunch in classrooms in a socially-distanced manner;
 - Procedures for conducting fire drills, responding to fire alarms and other safety evacuation issues in the classroom while maintaining social distancing guidelines;
 - Protocols to limit sharing amongst scholars;
 - Separations of each child's belongings from others' and in individually labeled containers, cubbies, or areas.
 - Adequate supplies acquired to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between uses.
 - No sharing of electronic devices, toys, books, and other games or learning aids.
 - Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues, using way markers and signage. No interactive activities will be permitted (e.g. basketball, football, soccer)
 - Regular safety/compliance checks of social distancing accommodations and practices.
 - o Capital Improvements and FFE (furniture, fixtures and equipment) to improve social distancing and safety:
 - Touchless trash cans
 - Plexiglass for sliding windows at front office counters
 - Sneeze guards/Plexiglass for each counter in offices/lobbies
 - Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
 - A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual be safely removed from the facility. This area will be separate from the area used for routine healthcare (see detailed description of planned HVAC improvements for Health Suites and Isolation Rooms under the Ventilation section below).
 - o Visitor policy

- Restrict non-essential visitors, volunteers, and activities involving other groups at the same time
- Exceptions:
 - To pick up an ill scholar
 - Implementation of staggered arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible.
 - No in-person parent-teacher's conferences (conducted via video conferencing or conference call)
- ❖ Use of Hallways: Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor markers such as one-way arrows, floor- and wall-mounted way markers and floor stickers marking appropriate spots to wait in lines will be used as needed to provide direction and instruction for movement. Additionally, stairwells in the building will be designated as one way, both the up and down directions to limit scholar contact in these spaces. Extra time will be allowed between classes to foster careful transition between spaces. A vital piece of ensuring safe and proper social distancing in the building will be providing comprehensive training to all teachers and staff with the above safety precautions. Presentations and documents describing social distancing guidelines for scholars and staff will be created and presented before the NWEA MAP of the Hybrid Learning Model, with periodic refresher training and presentations. Consideration should be given to conducting this training virtually, or, if in-person, ensure that social distancing is maintained.

1B:

Schools may reopen in a hybrid learning model, with reduced numbers of scholars and strict social distancing; however, the actual progression of re-opening of schools in the District of Columbia may happen independently of the District's reopening phases. To accommodate reopening of schools across the District, the Hope LEA Planning Team has identified two scenarios in response to these phases. The first scenario would allow limited reopening of the Tolson facility to support the virtual learning program. The second scenario would consist of the building reopening in support of a hybrid learning model consisting of cohorts of scholars attending school in the buildings on a staggered schedule of two days in-school and three days participating in virtual learning, three days a week. One day a week would be utilized for deep cleaning and disinfecting the school buildings. Tentatively, full in-person instruction in the school buildings may resume. In any phase of reopening, the ultimate goal of Hope Community Public Charter Schools' Reopening Facilities Plan will be to help reduce the risk of COVID-19 transmission among scholars and staff.

1C:

School Schedule Options Hope Community Public Charter School has designed all distance learning instructional schedules to meet the needs of teachers, support staff, families and scholars. Hope will be utilizing the Zoom platform for virtual classes and Google classrooms to house instructional information for staff, parents and students. Teachers will deliver synchronous and asynchronous instruction through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families.

Instruction:

- The LEA will provide a combination of synchronous and asynchronous learning.

- Learning Management System: Google Classroom
- Synchronous Instructional Delivery Platform: Zoom
- Asynchronous Learning Platform: Google Classroom, YouTube
- Web-Based Academic Systems: Edgenuity, Nearpod, Desmos(mathematics), Appletree, Zearn

Materials Distribution Plan:

To ensure safe distribution, distribution is staggered and scheduled according to grade level while supporting the Virtual Learning Model. Families are required to use our drive through system. Upon arrival to campus, families are asked to provide the scholar's name and grade. A designated staff member, wearing appropriate PPE retrieves the items and places them inside the trunk of the vehicle to avoid contact. In the event that a parent or guardian is walking, the parent goes to a designated area for walkers, provides the same information to a designated staff member, wearing appropriate PPE. The items are placed on a table then the parent or guardian is allowed to take the items from the table once the designated staff has moved back within the designated three-foot distance. All parents and guardians are required to wear masks during drive through pick up.

- Laptops/Tablets
- Math manipulatives
- Math workbooks
- School supplies (i.e. pencils, highlighter, erasers,etc)
- Consumable workbooks

Each grade level academy (PS/PK, K-2, 3-5, 6-8) will be assigned to a member of the essential team. In the event that a teacher of record is absent, that essential team member will step in on the teacher's behalf.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA’s approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA’s approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

| <h2 style="margin: 0;">Pre-Kindergarten Daily Schedule</h2> <p style="margin: 0; color: yellow; font-weight: normal;">Monday, Tuesday, Thursday and Friday</p> | |
|--|--|
| Time | Subject/ Course |
| 7:50a - 8:00a | Arrival (10-minutes) |
| 8:00a - 8:10 | <i>(10-minutes)(Bathroom/Handwashing)</i> |
| 8:10a - 8:35a | Morning Routine/ SEL Temperature Check Community Building Time - Morning Meeting (25-minutes) <Breakfast Bunch In-Person> |
| 8:35a - 8:55a | Read-a-loud (20 minutes) |
| 8:55a - 9:00a | BREAK (5-minutes)(Handwashing) |
| 9:00a - 9:30a | Exploratory (30-minutes) |
| 9:30a - 9:35a | BREAK (10-minutes)(Bathroom/Handwashing) |

| | |
|-----------------|--|
| 9:35a - 10:05a | Small Group I (30-minutes) |
| 10:05a - 10:10a | BREAK (5-minutes)(Handwashing) |
| 10:10a - 10:40a | Small Group II (30-minutes) |
| 10:40a - 10:45a | BREAK (5-minutes)(Handwashing) |
| 10:45a - 11:05a | STEM (20-minutes) |
| 11:05a - 11:25a | Independent Practice (virtual)/ Recess (in-person) (20-minutes) |
| 11:25a - 11:35a | BREAK (10-minutes)(Bathroom/Handwashing) |
| 11:35a - 12:20a | Lunch (30-minutes) |
| 12:20a - 12:30a | BREAK (10-minutes)(Bathroom/Handwashing) |
| 12:30 - 1:00p | Read Aloud and Head Down Time |
| 1:00p - 1:05p | BREAK (5-minutes)(Bathroom/Handwashing) |
| 1:05p - 1:20 | *Indoor Recess* and Dismissal (15-minutes) |
| 1:30p - 2:30p | Virtual Office Hours (60-minutes) |

Kindergarten Daily Schedule

Monday, Tuesday, Thursday and Friday

| Time | Subject/ Course |
|-----------------|--|
| 7:50a - 8:00a | Arrival (10-minutes) - Morning Routine/ SEL Temperature Check |
| 8:00a - 8:20a | Community Building Time (20-minutes) <Breakfast Bunch In-Person> |
| 8:20a - 9:00a | Success Time (40 minutes) |
| 9:00a - 9:30a | Exploratory (30-minutes) - virtual |
| 9:35a - 9:40a | BREAK (5-minutes)(Handwashing) |
| 9:40a - 10:30a | Reading/ Language Arts & Writing (50-minutes) |
| 10:30a - 11:00a | Science (A-Day)/ Social Studies (B-Day) (30-minutes) |
| 11:00a - 11:05a | BREAK (5-minutes)(Handwashing) |
| 11:05a - 11:55a | Mathematics (50-minutes) |
| 11:55p - 12:00p | BREAK (5 minutes)(Handwashing) |
| 12:00p - 12:30p | Lunch (30-minutes) |
| 12:30p - 12:50p | Recess (20-minutes) |
| 12:50p - 12:55p | Handwashing |
| 12:55p - 1:35p | Independent Practice or Guided Math Small Groups (40 min.) |

| | |
|---------------|--|
| 1:35p - 2:15p | Independent Practice or Guided Reading Small Groups (40 min.) |
| 2:15p - 2:30p | Clean-up and Dismissal (15-minutes) |

1st - 2nd Grades & Primary Self-Contained Daily Schedule

Monday, Tuesday, Thursday and Friday

| Time | Subject/ Course |
|-----------------|---|
| 7:50a - 8:05a | Arrival (10-minutes) - Morning Routine/ SEL Temperature Check |
| 8:05a - 8:25a | Community Building Time (20-minutes) <Breakfast Bunch In-Person> |
| 8:25a - 9:05a | Success Time (40 minutes) |
| 9:05a - 9:10a | BREAK (5-minutes)(Handwashing) |
| 9:10a - 9:25a | Phonics/ Phonemic Awareness (15 min.) |
| 9:25a - 10:15a | Reading/ Language Arts (50 minutes) |
| 10:15a - 10:25a | BREAK (10 minutes)(Bathroom/Handwashing) |
| 10:25a - 11:10a | Mathematics (45 Minutes) |
| 11:10a - 11:40a | Science (A-Day)/Social Studies (B-Day) (30 Minutes) |

| | |
|-----------------|--|
| 11:40a - 11:45a | BREAK (5-minutes)(Handwashing) |
| 11:45a - 12:15p | Lunch (30-minutes) |
| 12:15p - 12:35p | Recess (20-minutes) |
| 12:35-12:45 | Handwashing (10mins) |
| 12:45p - 1:25p | Exploratory(40 Minutes) |
| 1:25 -1:30 | Handwashing 5 minutes |
| 1:30p - 1:50p | Independent Practice or Guided Math Small Groups |
| 1:50p - 2:20p | Independent Practice or Guided RELA Small Groups |
| 2:20p - 2:30p | Clean-up and Dismissal (10-minutes) |

3rd - 4th Grade Daily Schedule

Monday, Tuesday, Thursday and Friday

| Time | Subject/ Course |
|---------------|---|
| 8:00a - 8:10a | Arrival (10-minutes) - Morning Routine/ SEL Temperature Check |

| | |
|-----------------|---|
| 8:15a - 8:25a | Community Building Time (10-minutes) <Breakfast Bunch In-Person> |
| 8:25a - 9:05a | Success Time (40 minutes) |
| 9:05a - 9:10a | BREAK (5-minutes)(Handwashing) |
| 9:10a - 10:00a | Homeroom (RELA/Math) (50 minutes) |
| 10:00a - 10:10a | BREAK (10 minutes)(Bathroom/Handwashing) |
| 10:10a - 10:40a | Homeroom (Science/S.S.) (30-Minute) |
| 10:40a - 11:25a | Exploratory(45 Minutes) |
| 11:25-1:30 | BREAK (5-minutes) (Handwashing) |
| 11:30a - 11:55a | Lunch (30-minutes) |
| 11:55a - 12:25p | Recess (30-minutes) |
| 12:25p - 12:30p | BREAK (5-minutes)(Handwashing) |
| 12:30p - 1:20p | Block II (RELA/Math) (50-minutes) |
| 1:20p - 1:50p | Block II (Science/Social) (30-Minutes) |
| 1:50p - 2:20p | Independent Practice or Guided Math/RELA Small Groups (30 min.) |

| | |
|---------------|-------------------------------------|
| 2:20p - 2:30p | Clean-up and Dismissal (10-minutes) |
|---------------|-------------------------------------|

5th - 6th Grades & Intermediate Self-Contained Daily Schedule

Monday, Tuesday, Thursday and Friday

| Time | Subject/ Course |
|-----------------|---|
| 8:05a - 8:15a | Arrival (10-minutes) - Morning Routine/ SEL Temperature Check |
| 8:20a - 8:30a | Community Building Time (10-minutes) <Breakfast Bunch In-Person> |
| 8:30a - 9:00a | Success Time (30-minutes) |
| 9:00a - 9:50a | Block 1 (50 minutes) |
| 9:50a - 9:55a | BREAK (5 minutes) (Bathroom/Handwashing) |
| 9:55a - 10:45a | Block 2 (50 minutes) |
| 10:45a - 11:35a | Block 3 (50 minutes) |
| 11:35a - 12:20p | Exploratory (45 minutes) |
| 12:20p - 12:30p | BREAK (10 minutes) (Bathroom/Handwashing) |

| | |
|-----------------|---|
| 12:20p - 12:50p | Lunch (30 minutes) |
| 12:50p - 1:00p | Break (10-minutes) Handwashing/Bathroom |
| 1:00p - 1:50p | Block 4 (50 minutes) |
| 1:50p - 2:20p | Independent Practice/ Office Hours Support (30-minutes) |
| 2:20p - 2:30p | Clean-up and Dismissal (10-minutes) |

7th & 8th Grades Daily Schedule

Monday, Tuesday, Thursday and Friday

| Time | |
|---------------|---|
| 8:05a - 8:15a | Arrival (10-minutes) - Morning Routine/ SEL Temperature Check |
| 8:20a - 8:30a | Community Building Time (10-minutes) <Breakfast Bunch In-Person> |
| 8:30a - 9:00a | Success Time (30-minutes) |
| 8:40a - 9:30a | Block 1 (50 minutes) |

| | |
|-----------------|---|
| 9:30a - 9:35a | BREAK (5 minutes) (Bathroom/Handwashing) |
| 9:35a-10:20a | Exploratory (45 minutes) |
| 10:20a -10:25a | BREAK (5 minutes) (Bathroom/Handwashing) |
| 10:25a - 11:15a | Block 2 (50 minutes) |
| 11:15a - 12:05a | Block 3 (50 minutes) |
| 12:05p - 12:10p | BREAK (5 minutes) (Bathroom/Handwashing) |
| 12:10p - 12:40p | Lunch (30 minutes) |
| 12:40p- 12:45p | BREAK (5 minutes) (Bathroom/Handwashing) |
| 12:45p - 1:35p | Block 4 (50-minutes) |
| 1:40p - 2:20p | Independent Practice/ Office Hours Support (40-minutes) |
| 2:20p - 2:30p | Clean-up and Dismissal (10-minutes) |

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

Hope Community Public Charter School (Hope PCS) will be offering several distribution dates for equipment to be retrieved by parents/guardians. During the distribution there shall be a brief demonstration of basic operations of equipment. Documentation of proper basic maintenance and operations will be provided along with the IT equipment. Documentation will be provided in multiple languages for all to have a complete understanding

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

The School Counselor will provide office hours on Monday-Thursday that will provide students with:

1. Check-Ins on students and families
2. Individual and group sessions for students
3. Focused Breathing/Mindfulness Techniques for students and families
4. Behavior intervention for students

The School Counselor will oversee as well as assist in the implementation of the social emotional learning program

Communication with families of excluded students:

- Phone
- Parent Square
- PowerSchool
- Kickboard
- Email
- Zoom upon parent request

All students who are excluded from distance learning have access to missed assignments via Google Classroom and Kickboard. For immobile families, work packets can be sent via USPS.

GENERAL AND SCHOOL-WIDE COMMUNICATION

Families can anticipate communication from the school daily (Monday-Friday) via the classroom teacher(s) and weekly at a minimum as whole school communication. This communication will be via the following: Kickboard (app), Parent Square (app, email, text, and/or automated phone call), Google Classroom, and Google Meet.

FAMILY ENGAGEMENT AND CONTINUOUS LEARNING

Student/family input was previously and will continue to be collected via Survey Monkey. This family input has been incorporated by using survey data to drive decision making in the SY 21-22 re-opening. This input has also been incorporated as the LEA plans technology distribution for students.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

School Schedule Options

Hope Community Public Charter School has designed all distance learning instructional schedules to meet the needs of teachers, support staff, families and scholars. Hope will be utilizing the Zoom platform for virtual classes and Google classrooms to house instructional information for staff, parents and students. Below are the schedule changes for Hope.

Teachers will deliver synchronous and asynchronous instruction through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families.

Instruction:

- The LEA will provide a combination of synchronous and asynchronous learning.
- **Learning Management System:** Google Classroom
- **Synchronous Instructional Delivery Platform:** Zoom
- **A-synchronous Learning Platform:** Google Classroom, YouTube
- **Web-Based Academic Systems:** Edgenuity, Nearpod, Desmos(mathematics), Appletree

Materials:

| Grade | Math | Reading | Science | Social Studies | Writing |
|--------------|-----------------------------|------------------------------------|---|---|------------------------------------|
| Pre K | Appletree | Appletree | Appletree | Appletree | Appletree Letter People |
| K-5 | Eureka Math workbooks | Reading Street Reading Notebook | Core Knowledge Newsela Social Studies | Core Knowledge Newsela Science | Reading Street Writing Notebook |
| 6-8 | Eureka Math workbooks | Collections Reading workbook | Core Knowledge Newsela Social Studies | Core Knowledge Newsela Science | Collections Writing Notebook |

[Hybrid Schedule](#)

Student and Staff Well-Being

2.A: Whole Child Supports

- 3. Describe the LEA’s plan for supporting students’ social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
 - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
 - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

3A:

The School Counselor will provide office hours on Monday-Thursday that will provide students with:

1. Check-Ins on students and families
2. Individual and group sessions for students
3. Focused Breathing/Mindfulness Techniques for students and families
4. Behavior intervention for students

The School Counselor will oversee as well as assist in the implementation of the social emotional learning program. The following programs that will be utilized are:

Early Childhood (Pre-Kindergarten - Kindergarten): Kimochis (<https://www.kimochis.com/>)

Kimochis program focuses on assisting students to understand

feelings, emotions and to curb challenging behaviors. (Tentative SEL Curriculum)

Elementary School (1st-5th Grade) : Second Step (<https://www.secondstep.org/>)

Second Step SEL program focuses on skills for learning, empathy, emotion management, and problem solving. (Tentative SEL Curriculum)

Middle School (6th -8th Grade): ONEder Academy (<https://www.oneder.com/>)

ONEder Academy SEL program focuses on discovering self-awareness, building social awareness, developing self-management, responsible decision-making, and growing healthy relationships.

ONEder Academy Transition program focuses on special education students who have IEPs. This program focuses on identifying personal strengths, identifying and overcoming challenges, building self-advocacy, developing self-determination, interpersonal skills, setting personal goals, cultivating communication skills, and exploring career options.

*The School Counselor will lead bi-monthly parent workshops. This will include Mental Behavior Intervention (MBI) through the DC Department of

Behavior Services with monthly grandparent workshops.

*The School Counselor will lead a SEL based PLC once a week for each academy.

*The School Counselor will co-facilitate the Mental Health forum before school begins.

3B:

Under the partnership of Phalen Leadership Academies, teachers will utilize the Kickboard system to reinforce Positive Behavior Intervention Support.

During distance and hybrid learning, the behavior team will be responsible for monitoring all classes daily. Each team member will be responsible for visiting assigned classrooms to offer behavior support. The behavior expectations during distance learning are as follows:

- Appropriate Attire
- Background Etiquette
- Microphone must be muted unless you're speaking
- Be respectful at all times
- No inappropriate language or gestures
- Camera must be on during testing
- Scholars will not utilize chat feature unless requested by the teacher.

Next steps include teachers, Dean of Culture/Climate refer students to the Multi-Tiered System of Supports to provide sup

3C:

Students requiring direct mental and behavioral health services, have to be in the MTSS process. Behavioral health services are provided by the Behavioral Technician, Social Worker, Guidance Counselor, and Dean of Climate and Culture. The behavioral plan will be communicated to the students' family during the MTSS process.

At the beginning of the year, teachers will collect data from students through Fountas and Pinnell baseline assessments. As well as the NWEA MAP benchmark assessment to identify the tiered level for each scholar. Parent and teacher referrals will also be used for scholars to enter Phalen's Multi-Tiered Support System procedure. Where all stakeholders facilitate multiple conversations regarding specific student data and interventions. While determining the effectiveness of those interventions. Measurable, actionable goals are created for scholars and stakeholders to implement within a specific time frame.

This process will be communicated to families through back-to-school night and parent conferences. Teachers are encouraged to have proactive conversations regarding scholar growth once baseline data is collected.

4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Monitoring Student Behavior

During distance learning, the behavior team will be responsible for monitoring all classes daily. Each team member will be responsible for visiting assigned classrooms to offer behavior support. The behavior expectations during distance learning are as follows:

- Appropriate Attire
- Background Etiquette
- Microphone must be muted unless you’re speaking
- Be respectful at all times
- No inappropriate language or gestures
- Camera must be on during testing
- Scholars will not utilize chat feature unless requested by the teacher

Behaviors that may result in a student being excluded from distance learning:

- Inappropriate attire
- Inappropriate language or gestures
- Writing on the screen during instruction
- Inappropriate messages in classroom chat
- Failure to mute microphone (after several warnings)
- Camera turned off during testing (after several warnings)

Communication with families of excluded students:

- Phone
- Parent Square
- PowerSchool
- Kickboard

- Email
- Zoom upon parent request

Hope's student support team includes the Guidance Counselor, Social Worker, Family Liaison, and Dean of Culture and Climate. Their main goal is to provide support to all staff and scholars in order to develop a positive learning environment. This includes development in social-emotional learning. Restorative practices will be put in place for use by staff and scholars.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

During Hybrid Learning..

All meals will be delivered to classrooms for retrieval by the homeroom teacher for distribution to scholars. The cafeteria is no longer in use for meal consumption to ensure that we are maintaining social distance requirements.

During Virtual Learning Model...

To ensure safe distribution, distribution is staggered and scheduled according to grade level while supporting the Virtual Learning Model. Families are required to use our drive through system. Upon arrival to campus, families are asked to provide the scholar's name and grade. A designated staff member, wearing appropriate PPE retrieves the items and places them inside the trunk of the vehicle to avoid contact. In the event that a parent or guardian is walking, the parent goes to a designated area for walkers, provides the same information to a designated staff member, wearing appropriate PPE. The items are placed on a table then the parent or guardian is allowed to take the items from the table once the designated staff has moved back within the designated three-foot distance. All parents and guardians are required to wear masks during drive through pick up.

Currently, Hope has partnered with a community organization to provide emotional support and emotional health to staff. Training will include self-care and providing work-life balance. Staff will be informed about these opportunities in weekly staff meetings. As well as the school calendar.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators’ own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Support for teachers will be provided by the Human Resources department under Phalen Leadership Academies.

Phalen Leadership Academies will identify a local partner to provide mental health support to staff members.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.**

Student/family input was previously and will continue to be collected via Survey Monkey. This family input has been incorporated by using survey data to drive decision making in the SY 21-22 re-opening. This input has also been incorporated as the LEA plans technology distribution for students.

Expectations for family participation/engagement will be communicated prior to the beginning of the school year. These expectations will be shared via the student/family handbook, virtual town hall meetings, teacher communication and school leader communication.

Hope will ensure that students and families are given routine feedback on their work formally and informally, by requiring teachers to provide grades and comments on work submitted by students. This is in accordance with the grading policy. The LEA will require weekly grades, progress reports and report cards to be submitted on time, as required by the frequency noted in the grading policy. School leaders will be responsible for ensuring these policies are being followed with fidelity.

The Parent Liaison specializes in supporting our LatinX communities. Families that speak any language other than English will receive translated communications that provide updated information about their scholars. Families will be supported at engagement events that will ensure equitable access and voice about their scholars' success.

2.D: Attendance and Re-Engagement

- 8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

To minimize the amount of recovery services and gaps in learning, the LEA provided extended opportunities for learning through Phalen Leadership Academies Summer Advantage. We provided the opportunity for all children to participate in Summer School, both General Education and Special Education Students. Special Education teachers and EL support were on hand to provide direct support to teachers, students and office hour support to parents. This would allow all students regardless of their living status an opportunity to be instructed. Laptops were provided to families who identified a need. Students attendance and participation was tracked through LEA created D.L. Trackers and attendance logs Mental Health services were provided for continuing Special Education students by the school psychologist and counselor in the form of small group counseling sessions and or check-ins.

Attendance and classroom data will be used to determine the engagement of scholars. Dean of Culture of Climate will work in conjunction with the School Counselor and Social Worker to provide individualized strategies addressing the needs of those scholars. Proactively, classroom teachers are encouraged to provide engaging, thorough learning experiences so scholars are excited to return to learning each day. Data will be reviewed bi-weekly during instructional professional learning team meetings when formative and summative assessment data is addressed. Student success team mentioned above will create plans and goals for those identified students and check in with progress weekly while communicating with families, administration, and other stakeholders.

Consistently less engaged scholars will receive tiered intervention support through small group instruction. Hope’s Master Schedule has an hour of time each day dedicated for scholars to receive small group instruction targeting deficit skills. Interventionists along with the classroom teachers and teachers’ assistants are scheduled to push into classrooms during this time to provide tiered support as determined by Benchmark Assessments and weekly CFAs. The benchmark and CFA’s will determine the need for Tier III Instruction and possible referrals to Special Education. The following interventions are utilized in response to the assessment and progress monitoring tools are being utilized in the indicated grades and content areas:

| Program | Grades | Content Area | Intervention | Benchmark | Progress Monitoring |
|----------------|---------------|---------------------|---|-------------------------|--|
| NWEA | K-8 | Math ELA | ~Tiered Small group targeted Instruction on Foundational | BOY-MOY- EOY | Ongoing Weekly Common Formative |

| | | | | | |
|--|-----------------|-------------------------------|---|--------------------------------|--|
| | | | <p>Skill Deficits</p> <p>~Edgenuity in response to scholars pathway data</p> <p>~Weekly Reteach when classrooms show 70% or more of the classroom has not mastered grade level standards</p> | | Assessments |
| Fountas & Pinnell | K-8 | ELA | <p>LLI (Daily)</p> <p>Guided Reading (twice per week)</p> | BOY-MOY-EOY | <p>Weekly Running Records (K-8)/</p> <p>Weekly Close Reading CFA (3-8)</p> |
| Eureka | K-8 | Math | <p>~Small Group Instruction based on Foundational Skills</p> <p>~Weekly Reteach of skills when 70% or more classroom has not mastered grade level standard</p> | End of Unit Assessments | Weekly CFA's |
| Every Child Ready (ECR-Appletree) | PK3, PK4 | Reading, Math, Writing | | BOY-MOY-EOY | Monthly |
| | | | | | |

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

- **Benchmark Assessment: NWEA MAP Math and Reading (K-8)**
- **Fountas & Pinnell Assessment Independent and Instructional reading levels (K-8)**
- **Every Child Ready Assessment (Preschool and Prekindergarten): math and**

reading

- **Common Formative Assessments (Math and Reading)**
 - **Foundational Literacy Skills (K-2)**
 - **Close Reading Strategies (3-8)**
 - **Foundational Math skills (K-3)**

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Estimated Assessment Calendar: NWEA MAP & Fountas & Pinnell

| | | |
|-----------------|-------------------|-------------------|
| 8/30/21-9/17/21 | 11/29/21-12/16/21 | 05/16/21-06/03/21 |
|-----------------|-------------------|-------------------|

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

i:

The goals are determined by Phalen Leadership Academy.

ii: Hope is utilizing NWEA MAP assessment to track student progress in reading and mathematics. Scholars will complete weekly common formative assessments in math and reading. Grades K-2 progress will be tracked using Fountas & Pinnell system.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

NWEA MAP data will be used to identify progress with students completing the assessment three times this year. Using the data, individual action plans will be created for students using various intervention programs for all populations (iREADY, Reading AtoZ, Edgenuity).

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

Scholars that attend Non-public partnering schools are expected to have in place recovery plans created by our NP partners to support our scholars. We are meeting and collaborating with the Non-publics not only for the expected annual and eligibility events but attending and monitoring the scholars attendance and academic growth. Hope will offer those same scholars the advantage of our benchmark assessment (NWEA MAP) and we will track the students as we are tracking our scholars with disabilities. Stakeholders will make themselves available to attend the professional learning meetings and conduct discussion meetings for scholars also to provide the added assurance. We will extend the interventions services and resources such as I-ready, Zearn. to extend the learning from the classroom into the scholar's home environment. Office hours will be arranged between both our LEA and our NP partners for continued and consistent collaboration.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Teachers will deliver synchronous and asynchronous instruction through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families.

Intervention plans have been included to focus on targeted instruction (tiers 2 and 3). PLA's model includes blocks of instruction with 2/3 of small group instruction in reading and mathematics. All licensed teachers are set to receive professional development to respond to student needs.

Teachers are expected to include 2/3 of their schedule in targeted instruction. A team of four reading interventionists that will focus solely on providing aggressive Tier 3 instruction to identify learners. Those learners will be identified using the Fountas and Pinnell Baseline Assessment system. In the first month of school, interventionists will assess all students in kindergarten through eighth grade to identify instructional and independent reading levels. Once those levels are identified, teachers will provide guided reading instruction using Fountas and Pinnell for tier 2 instruction. Scholars at or above grade level, will continue to receive individualized instruction.

There is a similar expectation in math instruction. Scholars will receive targeted instruction 2/3 of the math block. Groups are determined using common formative data gathered weekly. Along with using the back-mapping strategy. Additionally, Hope adopted the Eureka math curriculum to focus more on

fostering conceptual understanding while developing critical thinking skills.

Last, grades three through eight will spend three days of the week focusing on close reading strategies that will build their independent reading comprehension skills. Hope adopted Lavinia close reading curriculum to provide rich text. While encouraging readers to justify responses and thinking using textual evidence when responding to questions.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• a. Adjusted Scheduling

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• b. Instructional Changes

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

- **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

We are currently working with Quadrant to provide our school with nursing services until a nurse can be identified to permanently support Hope.

We are also searching for a before and after school care provider.

- **e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.**

(Add virtual and hybrid schedules)

Hope will acquire GoGuardian to monitor student activity online during the learning day. The IT team will determine technology needs for students and families (i.e. functioning tablet/laptop, access to internet).

Hope is considering Summer Advantage with Phalen Leadership Academies. Summer Advantage provides scholars with the opportunity to strengthen their skills in math and reading before the next school year, prevent summer learning loss, and participate in fun and engaging enrichment activities. Students with disabilities will utilize the iREADY platform for intervention purposes. English Language Learners will have access to Learning AtoZ. All scholars will have access to Edgenuity platform that provides tailored instruction to each scholar based upon the benchmark NWEA MAP data. Using these strategies, along with effective instruction will help scholars to reach our academic goals of 10% increase in math and reading for the PARCC assessment.

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

[Professional development calendar](#)

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

The Athletics and Activities Department is committed to providing consistency, while protecting the health and safety of all school community stakeholders. The opportunity our programs provide for scholars to grow physically, socially, and emotionally make it necessary that extracurricular activities operate throughout the school year, whether in a virtual or in-person format.

Guidance on how to conduct school-based, extra-curricular activities in Washington D.C. has not been clearly defined to date, however, based on the Mayor's phased reopening plan, proposed plans from the D.C. State Athletic Association (DCSAA), and guidance from the National Federation of High Schools (NFHS), the following document details what extracurricular activities would look like in the 2021-2022 school year. Furthermore, this document describes the implications for the following areas: Types of Programs, Registration Process, Pre-Session Screening, Program Operations, and Facilities. As the public health situation evolves, the guidance for extracurricular programs is likely to change, therefore this document will be continually updated.

In general, no in-person extracurricular sessions will occur under Stage 1 and Stage 2 of the city’s phased-reopening plan. During these stages, extracurricular activities will operate virtually, including conditioning programs for athletes so as to reduce the risk of injury when in-person athletics is reintroduced. Tentatively, in-person extracurricular activities may resume during Stage 3, however the reintroduction of activities, particularly athletics, will also follow a three-phase approach.

Scholars had much success with enjoying reading online. Hope was able to adopt Newsela. It is a digital platform with relevant articles centered around social studies and science. Content area teachers and scholars will have access to the platform which includes leveled texts. Allowing for differentiation. Teachers will be able to assign comprehension questions and writing prompts aligned with Common Core State Standards.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.

Imagine Hope continues to meet OSSE timeline metrics as it pertains to Eligibility, IEP's and Related Services. Parent schedules are considered when scheduling services for children to provide optimal times for service delivery. We continue to document related services through SEDS (Easy IEP) and LEA created service trackers for Related Services and Specialized Instruction. The LEA also communicates important information changes as it pertains to OSSE, CDC, DCCSB and the LEA through email, office hours, Parent Square, Kickboard and Town Hall Meetings.

Steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning

In a case where there may be a parent with a visual impairment, the LEA would identify a supporting adult within the home and connect with them to support the student. Additional audio-conferencing provisions would be made for the student and the parent. Office hours will be provided for the student and parent to receive additional targeted support, when needed.

The manner in which LEA deliver related services for students in distance learning

The LEA is currently delivering Related Services through the most beneficial measure to families of Telehealth. Currently, Related Service Providers are providing services through an array of virtual platforms such as Zoom, Google Classroom, and phone conferencing. These various methods capture the varying needs of our students and families. The related service providers partner with the families. Often allowing the parent to shadow them, while providing strategies and/or support to their children and families.

The manner in which the LEA will support parent training for students receiving related services through distance learning;

The LEA will provide training and webinars on how to navigate systems and programs for Related Service and Specialized Instruction for SY 2021-2022. There will be tutorials provided on how to navigate virtual platforms, with a comprehensive list of expectations of conduct for virtual learning. Some of our partners are providing office hours and Zoom calls for parent training and support for parents of students with more severe needs. Students attendance and participation are tracked through LEA created D.L. Trackers and attendance logs

The manner in which LEAs will deliver recovery services to students with disabilities during the 2021-22 school year and how LEAs will communicate those services to families

As a means of recovery for students that may have exhibited a slide academically; our LEA has determined that all Special Education students who exhibited a decline in their formal EOY data would be placed in a Tier 2 RTI Intervention Group for academic support. Those services would be tracked by the RTI Team and reviewed at the next benchmark period for growth. Depending on the results of the RTI review, the targeted student would either return to regular studies, be provided new interventions, or be recommended for additional MTSS support. The LEA will have information delivered from the LEA through academy coaches to parents, Back to School Night or letters to parents.

Steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit

Hope Community PCS is currently utilizing Phalen Leadership Academies' MTSS model for students that require a new Re-evaluation. Students who were first affected by our move from brick and mortar to distance learning, will be assessed first until all students are cleared. Should the Washington APA Association, DOE or OSSE release new safe guidelines on how to assess distantly with fidelity; we will institute those new measures as they are revealed.

Steps the LEA will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

To minimize the amount of recovery services and gaps in learning, the LEA provided extended opportunities for learning through our Tolson University Summer Academy and our Lamond Summer Enrichment Program. We provided the opportunity for all children to participate in Summer School, both General Education and Special Education Students. Special Education teachers and EL support were on hand to provide direct support to teachers, students and office hour support to parents. This would allow all students regardless of their living status an opportunity to be instructed. Laptops were provided to families who identified a need. Students attendance and participation was tracked through LEA created D.L. Trackers and attendance logs Mental Health services were provided for continuing Special Education students by the school psychologist and counselor in the form of small group counseling sessions and or check-ins.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**

- e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
- f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

N/A

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students participating in distance learning, including:

- a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

18a. The LEA’s approach to screening English learners across all grade levels includes utilizing the Home Language Surveys, contacting teachers about possible ELL students who would need services, Parent consent to screen the student, and finally utilizing Online IPT to screen student in Prek, and WIDA Access screener for grades K-8th. Students who were not screened previously because of distance learning will be determined by HLS’s and the information provided from Powerschool WIDA Access and Online IPT. Parents will be notified using the parent letter from WIDA ACCESS which will explain why their child was identified as an EL student, the ability to decline services, and grant permission to screen their child. If the child is granted access to be screened the appropriate platform according to grade level will access the child. Thereafter the parents will receive another letter explaining the students scores, level of English proficiency and how it was assessed accompanied by the student’s English Learner plan which will describe the student’s hours of push-in and pull-out services.

The students will use a variety of resources as are listed below. The resources such as Reading A-Z and Goalbook will provide specific instruction on areas of improvement for the students and language accommodations while utilizing the platform. These programs will help students at their current level and target specific goals that are needed to achieve mastery in that particular topic. Students will also have the opportunity to access grade level material with accommodations. Goalbook uses student data to determine what goals, standards and Can-do descriptors are needed to achieve mastery within the students current domain.

Students are required to obtain a 5 in each domain in order to be considered “Monitored” status. During this level students have reached all goals as it relates to independence. They will be observed to ensure there is no regression. Students move at independent paces when it comes to language acquisition. Students are encouraged and work towards leaving the program and obtaining English proficiency in 4-5 years.

Google Classroom will be provided to all EL scholars for academic and SEL support. Access 2.0 scores

will be utilized to build upon baseline data and to project planning and student outcomes as it pertains to the domains of reading, writing, listening, and speaking to advance the EL scholar's English language proficiency; based on the Access 2.0 scores, the EL plans will be created uniquely for each EL student.

The LEA will utilize data from WIDA access to determine what level students should be working towards in order to achieve proficiency. Based upon the level of each student in the specific domain will determine how many hours this student will need assistance being pull-out or push-in services. These scores can also assist with determining what accommodations or modifications the students will need in and outside of the classroom.

The students are provided with laptop computers provided by the LEA. The LEA is currently working to achieve permission and status for Goalbook and Reading A-Z. With these specific programs they will target the goals and can do descriptors our students require in or to obtain proficiency.

The LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments. Each grade level and by proficiency level will be serviced according to the Wida 2.0 Access Scores, Newsela , Kickboard, and Reading AtoZ. Currently we are performing in an in-person environment, if this is to change services will be provided via google meet, and google classroom as the students have been utilizing since the start of the academic year.

In collaboration with the general education grade level teacher, content planning will occur to provide EL Teachers to grade level content. Our PLT process will afford the teachers opportunities to use researched methods and discuss best practices for further content planning. Additional El Supports will be provided to the parent from this link and office hours will be provided per student need and parent suggestions.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Each classroom will have individual scholar and staff PPE kits. Each kit includes gloves, masks, hand sanitizer, wipes, and tissue. Scholar desks will include desk screens. Each teacher is supplied with an

optional face shield, mask, sanitizing wipes, gloves, and tissue. Upon entry, scholars, staff, and guests are receiving daily temperature checks. Staff and students are also required to complete a daily health screening to minimize contact tracing.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Based upon data, there is a focus on shortening the literacy gap among students in grades K-8. ESSER III funds are allocated to targeted Tier 2 instruction. Where teachers will use Fountas and Pinnell guided reading program to implement daily small group instruction for targeted learners daily for about 60 minutes during a 90- minute reading block, or at least 2/3 of the reading block. This includes sufficient professional development for all teachers providing Tier 2 guided reading instruction.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

| Line Item | Expenditure Account | Object Code | Unit Cost | # of Units | Annual Budget | FY22 |
|--|---------------------|------------------------------|--------------|------------|---------------|---------------|
| Reading Interventionist Salary | C4 - INTERVENTION | 100 - Salaries and Benefits | \$ 55,000.00 | 4 | \$ 220,000.00 | \$ - |
| Reading Interventionist Benefits | C4 - INTERVENTION | 100 - Salaries and Benefits | \$ 16,500.00 | 4 | \$ 66,000.00 | \$ - |
| Tier II Supplemental Reading Curriculum and Supplies (F&P) | C3 - CURRICULUM | 600 - Supplies and Materials | \$ 175.00 | 500 | \$ 87,500.00 | \$ - |
| Supplemental literacy curriculum resources (i.e. NEWSOLA) | C3 - CURRICULUM | 600 - Supplies and Materials | \$ 31.00 | 500 | \$ 15,500.00 | \$ - |
| Multi-Sensory Literacy Program (i.e. Orton-Gillingham) to support literacy development | C3 - CURRICULUM | 600 - Supplies and Materials | \$ 773.00 | 25 | \$ 19,325.00 | \$ - |
| High quality summer learning | C6 - SUMMER | 300 - Professional Services | \$ 1,400.00 | 200 | \$ 280,000.00 | \$ - |
| Performance-based retentions stipends | C5 - PROF DEV | 100 - Salaries and Benefits | \$ 3,500.00 | 35 | \$ 122,500.00 | \$ 122,500.00 |

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

The Fountas and Pinnell program will includes consistent progress monitoring to ensure learners are making progress during the school year. Teachers, along with the instructional team will identify students who are in the Tier 2 band. Each learner will have a goal which attributes to the schoolwide goal of an increase in reading proficiency of at least 10%.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.